

DOCUMENT RESUME

ED 112 211

CE 005 233

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TITLE Using the Project Method in Distributive Education. Teacher's Manual.
INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
REPORT NO VT-102-909
PUB DATE Apr 75
NOTE 62p.
AVAILABLE FROM New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

EDRS PRICE MF-\$0.76 HC-\$3.32 Plus Postage
DESCRIPTORS *Distributive Education; Grade 10; Grade 11; *Merchandising; *Project Training Methods; Secondary Education; Student Projects; *Teaching Guides; Vocational Development

ABSTRACT

The document explains how to integrate the project training methods into a distributive education curriculum for grades 10 or 11. The purpose of this teacher's manual is to give an overall picture of the project method in use. Ten sample projects are included which could apply to any distributive education student concentrating on the major areas of career development, advertising, display, and salesmanship. Besides describing the individual project, technique, behavioral objective, procedures, timing, and evaluation method are also specified. (LJ)

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State of New Jersey
Department of Education
Division of Vocational Education

USING THE PROJECT METHOD IN DISTRIBUTIVE EDUCATION Teachers Manual

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April 1975

CE 005 233
(VT 102 999)

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NEW BRUNSWICK, NEW JERSEY

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ACKNOWLEDGMENTS

Several people have contributed, either directly or indirectly, to the preparation of this manual. Therefore, my personal thanks are extended to:

Mr. Robert Joy, Director of Distributive Education, Division of Vocational Education, New Jersey Department of Education, Trenton, New Jersey.

Mr. Ralph Breyman, former State Supervisor of Distributive Education, who thought up the idea of this Projects Manual and supplied me with a series of projects prepared by the New Jersey State D.E. unit in 1969. The projects in this manual were based on these projects.

Dr. Cy Sommer, Curriculum Lab Coordinator, who supervised the work on the manual and offered several valuable suggestions.

Edwin Meletta

INTRODUCTION

There has been much written about the Project Method in Distributive Education, but it is probably the least used method in our field. You will notice that the word "method" is used, for it is one of the several ways we can train Distributive Education students in the *program*.

The purpose of this manual is to give an overall picture of the Project Method in use. It will be the responsibility of the individual teacher to make adjustments adapted to his local conditions.

What Is a Project?

As listed in the Dictionary of Education (Good, 1959, p. 421) "Project: A significant practical unit of activity having educational value and aimed at one or more definite goals of understanding. Involves investigation and solution of problems and frequently, the use and manipulation of physical materials, planned and carried to completion by the pupils and teacher in a natural, 'real-life' manner."

The Vocational Education Act of 1963 and the Project Method

The Vocational Education Act of 1963 permitted schools to receive reimbursement for programs which used the Project Method rather than the cooperative method. The basis of this was that the project method should produce the same results as the Cooperative program. The student would:

1. Have the opportunity to gain job experience (part-time, night or seasonal).
2. Develop judgment abilities.
3. Better understand the course content.
4. Interpret consumer needs.
5. Improve personality.
6. Confirm or reject an occupational choice.
7. Recognize the demands of the adult world.
8. See the marketing process in action.
9. Participate in marketing techniques.

Excerpts from the Act which apply to the Project Method are: "It is the purpose of project training to extend the capabilities of Distributive Education so that persons enrolled for full-time study will have ready access to an option of vocational application of instruction, through project participation, which is realistic and meaningful in light of their occupational objectives and which is suited to their needs, interests, and ability in developing employment qualifications."

Section 10(d) of the Act further confirms this extended opportunity by removing the restrictive language of the George Barden Act, which states, "any amounts allotted - for distributive occupations may be used for vocational education for any person over fourteen years of age who has entered upon or is preparing to enter upon an occupation, and such education need not be provided in part-time or evening schools."

The project method should be used to some extent by every teacher-coordinator of Distributive Education. It probably is now, because how can you teach Advertising without having the student create his own ad? Or, how can you teach Display without having the student create his own display? With a little creativity on the part of the teacher, a sequence of projects in these areas will make learning more meaningful.

The Project Method could be used in the preparatory classes to condition the 10th and 11th grade students. It should be used in the cooperative class by the creation of meaningful projects which the students must complete at the training station with the cooperation of the training supervisor or other personnel at the training station. Through the use of projects you will develop business competencies in the students, and your program will not be viewed as a *work-experience* program.

Regardless of whether you are working strictly with the Project Method or working projects in with your regular Cooperative Program, you will have a need for good physical facilities. The laboratory is to replace the training-station environment, and it should be fully equipped.

In the case of training preparatory students with the project method, a double period is suggested to take the place of the training station. The students will need freedom to leave school during this time to gather information or complete assignments in the local trading area. You will need the cooperation of the local business community because you will bring the business people into the classroom, and because students will be completing some projects on the business scene. It would be ideal if each student was assigned a training sponsor in a business where he has a career objective. This way the student will feel at ease and he will know where to go to complete his assignments.

OBJECTIVES AND OUTCOMES

Through the use of projects, the classroom instruction is extended into a laboratory environment, both in school and in the business community. The teacher must formulate laboratory experiences that will help students to develop the vocational understandings, skills, and attitudes necessary for success in later practical situations. The projects should provide learning experiences that are individualized according to occupational objectives and student differences. Therefore, one main objective of the project method would be to help the student select a career goal.

When you first come into contact with the 10th- or 11th-grade student and you ask "What are your career goals?" – the answer in the majority of cases will be, "I don't know." This is normal for the average 15- or 16-year-old. Through the use of a career study project, you will help the student to make a decision and study a particular field. It may not be the right decision for that student, but he can always change that decision. Any decision is better than no decision. (There are two projects included in the Sample Projects section of this manual which deal with career development).

Projects will help to motivate the students, because they are actually seeing results from their efforts. The Project Method gives the teacher direct control of the pace and nature of the laboratory activities assigned individual students, which are based on individual differences. The teacher assumes the role of the training sponsor and develops projects that are timely in relation to instruction.

Through projects the student will gain more varied learning experiences. Young people are impatient and need the challenge of new experiences to retain their enthusiasm. Through the use of projects they will broaden their experiences and go beyond what one employer has to offer.

Projects allow the teacher to follow the development of job maturity and measure the transfer of classroom learning to job situations through simulated and short-term work-experience projects.

Some of the objectives and goals of the Project Method would be:

1. Integration of theory and practice.
2. An understanding of how distributive occupations support the economy.
3. An appreciation of the meaning of work to an individual.
4. Evaluation of aptitudes and abilities in connection with job situations.
5. Maturity in vocational information and occupational choice.
6. Constructive relationships with mixed age groups.
7. Greater confidence in student's own judgment.
8. Acceptance of responsibility for one's own efforts.

Projects can be classified as class, group, or individual projects. There should be sufficient individual projects to enable a student to study a field in his career objective. This will allow the student to strengthen the personal aspects of his employability before being referred to a training station.

The student should keep a portfolio of completed projects, which can be used to project his abilities to a potential employer.

HOW TO USE PROJECTS

The ultimate objective of each project is to provide realistic learning experiences for the vocationally oriented student of marketing. Some projects will broaden the student's knowledge of specific marketing concepts. This can be accomplished by problem-solving projects which would be based on sound management decisions.

The projects can be developed as individual, small group, or class assignments. For instance, if the unit of study is Advertising, the individual project would have the student study the advertising of a particular business in which he is interested. The group project may have a few students with a career interest in women's ready-to-wear evaluate a sales promotional event in that industry. The project designed for the entire class may have students prepare advertisements that use a product from the business where their interests lie.

The projects should be tailor-made to the individual, but such would be practically impossible to undertake in the writing of this manual. The projects in this manual were developed around typical problem situations — but the situations are flexible enough to make it possible for the enterprising teacher, with a minimum of effort, to adapt the project settings to meet specific vocational interests. In illustration, a project pertaining to management considerations involved in adding new products to a clothing-store line is included in this manual; with minimum difficulty, the setting of this project can be changed to focus upon considerations involved in adding new products to a wholesaler's line, a supermarket's line, a druggist's product line, etc. The basic marketing principles involved are essentially the same regardless of the project setting.

In the classroom situation, all students do not have the same degree of motivation, and they do not work and learn at the same speed. The fast learner or highly motivated student will be able to complete more projects or delve deeper into a particular project. The teacher should set a minimum number of projects the student must complete, and for any additional projects the student could receive extra credit.

To assist you in evaluating students' work for grading purposes, to equip you to discuss students' work with parents, and to provide a base for recommendations to prospective employees, maintain a complete record of all projects completed by each student. A form similar to the one on the following page should be adequate.

for

Occupational Objective_____

Date Started	Date Completed	Project Title	Objective	Evaluation

PROJECT STRUCTURE

The parts of the project which should be included in all projects are:

DESCRIPTIVE TITLE: Gives the area and nature of study. Provides stimulation to the student. It should be developed in the same manner you would develop an advertising headline.

TECHNIQUE: Projects may be total class efforts, small group activities, or an individual task. The elements listed should be essential to any project regardless of the number of persons who will work on it.

BEHAVIORAL OBJECTIVES: The objectives in each of the sample projects in this manual have been stated as behavioral objectives, i.e., what you plan for your students to be able to *demonstrate* at the conclusion of each project. For instance, among the sample projects, there is one which deals with overcoming objections titled, "YES, BUT..." The objective here could have been written: "To acquaint the student with methods of overcoming customer objections to his product." Instead, it was written as a behavioral objective: "The student will *investigate* to determine the common objections to his product. He will then *develop* a list of appropriate selling statements designed to deal with such objections. Finally he will *demonstrate* to the class how to overcome specific customer objections to his product in a *timed presentation*." This latter form for stating objectives tells the student exactly what is expected of him. Specifically, that he must:

1. Investigate
2. Develop a list
3. Demonstrate

Thus, the student has a blueprint for performance, and the teacher has a blueprint for instruction and evaluation.

PROJECT: The statement of the problem. Listing of any background information the student may need. Explanation of exactly what the student must do to complete the project.

SUGGESTED PROCEDURE: Preliminary statement that "sets the stage." Where the project is to take place, the main activities to be carried on, and any unusual materials, equipment, or resources required should be mentioned.

TIMING: The approximate amount of time the student should spend on each part of the project to bring it to completion.

EVALUATION: Explanation of the process to be used in evaluation. Teacher makes an analytical evaluation. Student should make his own evaluation. Evaluation should be related to the objectives.

HOW TO DEVELOP PROJECTS

The projects found in this manual and the ones developed by the teacher are the first steps in providing for practical learning experiences to equip the students for initial employment. Therefore, projects developed should simulate job conditions.

Once you start using projects, you will learn their strengths and weaknesses. You will recognize areas that need great emphasis through additional projects. Stimulate your thinking into action and you will develop additional projects to meet the needs of your students.

Some guidelines to follow when developing projects are:

1. Projects should be consistent with the individual's vocational interests.
2. Projects should be appropriate for the kinds of jobs the student will enter upon completion of his education.
3. Projects should be of such length that they can be completed within reasonable time limits.
4. Projects should be difficult enough to challenge the student but not so difficult that they will discourage him.
5. Projects should be developed so the student becomes familiar with the local business community — but don't expect the businessmen to serve as instructors. *Do not impose* on the local businessmen. If the student must go into the community to complete a project, the teacher should clear the matter with the businessman before he sends the student out.
6. Projects should be classifiable and should fit into an area as mentioned in the next section, "Classification of Projects."

CLASSIFICATION OF PROJECTS

Listed in this section are the various activities performed by the students in completing their projects. As many of these as possible should be used to assure the student of a variety of experiences which will enable him to become a competent worker.

A. Directed Observation

1. Viewing films or T.V. programs
2. Street or floor counts
3. Trade exhibits
4. Over-the-shoulder observations of personnel in distributive occupations
5. Trips with management representatives
6. Customer calls with sales representatives

In a particular business the student may observe the coordination of sales-promotion activities in relation to newspaper advertisements, interior or window display, stock arrangement and quantity, personal selling staff, and department traffic.

B. Analysis and Evaluation

1. Case studies
2. Marketing problems
3. Interviews and surveys
4. Trade journal reading
5. Comparing business forms and statements
6. Business games

Under this classification the student may take a survey of selling effort in relation to products stocked. This will give the student the ability to recognize slow-turnover items and make suggestions for improvement.

C. Discussion – small group projects

1. Panel presentations and discussions
2. Buzz sessions
3. Committee work
4. Conference discussions
5. Brainstorming

A group of students preparing for jobs in the ready-to-wear industry might take on a project related to selection of merchandise lines. They could present their findings in oral reports and lead a group discussion focusing on management decisions about customer services, shopping convenience, pilferage, suggestion sales, etc. They may then brainstorm with the class on further suggestions which would aid in the more efficient operation of the business.

D. Practice

1. Review of arithmetical processes
2. Role-playing job incidents, with a recorded playback
3. Completing programed materials
4. Role-playing – decision-making
5. Employment interviews

Under this category the students could fill out application forms, take various tests that businesses give applicants, and role-play the job interview.

E. Directed Occupational Experience

The preparatory student could be urged to take a part-time position in a business of his choice, either on a regular basis throughout the school year or during the peak seasons when retailers put on additional help. The students should make periodic written reports on their learning experiences.

To summarize, there are many activities the student can pursue while completing his project training. To maintain interest in the projects, the teacher should expose the students to a variety of experiences, such as discussions with each other, visitations from the business community, role-playing, giving demonstrations, debating, field trips, viewing films, reading publications, discussing case problems, studying merchandise manuals, and DECA competitions.

EVALUATION OF PROJECTS

The structure of each project includes the basis for evaluation. Behavioral outcomes are stated as distinct parts of broad competency areas, and the student is assisted to recognize when his activities are pertinent to the desired performance. The teacher rates each project and makes this a part of the student's training record.

The opportunity to involve employers is limited; therefore, the teacher must strive constantly to provide ratings that are meaningful in the marketplace.

The teacher should make an analytical evaluation of the project as completed by the student. This would reveal the nature and degree of learnings accomplished. The student should make his own evaluation on the degree of learning he felt he had received and what satisfaction the learning has given him in light of his occupational goals.

Behavioral goals should be stated and defined in the project so that evaluations can be made of their accomplishment. Clearly perceived goals permit clear-cut evaluations.

The teacher can test objectively -- bases on student ability and achievement. In other words, you can evaluate the tangibles by rating scales, objective tests, essay tests, oral reports, etc. Perhaps more important is the subjective testing, where the teacher measures the intangibles such as student attitude, personality development, poise, and self-confidence.

Each student should see a need for the project, which should center around classroom content or an occupational objective. The student should be encouraged to plan, direct, and evaluate his own learning activities. Some students will go beyond expectations, while others can't adjust to the freedom and will need help in persevering.

One effective means of evaluation would be to use the Advisory Committee as a Board of Examiners. They could identify strengths and weaknesses, validate achievements, and make references for employment.

Evaluation is a very important part of project training, and the teacher should constantly strive for new ways of evaluating student achievement.

DEVELOPING ADDITIONAL PROJECTS

As you become accustomed to working with projects in your classes, you will recognize a need for more projects to supplement the marketing concepts you are presenting. Perhaps some of the following sources will be helpful:

1. Business textbooks
2. Manufacturers and large wholesalers and retailers. These business firms often have project materials or materials you can use as a base for developing projects.
3. Trade and professional associations, which often have instructional materials
4. Distributive Education departments in other states
5. Current periodical literature
6. College marketing casebooks
7. Local merchants associations
8. Other Distributive Education teachers. Trade projects with them.
9. Occupational Resource Center, Building 871, Edison, New Jersey.

SAMPLE PROJECTS

The projects which follow in this manual do not provide an inexhaustible supply. Projects have been included which would apply to every Distributive Education student. Some of the major areas covered are Career Development, Advertising, Display, and Salesmanship. It is anticipated that the projects included will stimulate the instructor to develop additional projects as he sees fit to meet the individual interests of his students.

WHO HAS THE ANSWERS?



TECHNIQUE: Group project (Divide class into 5 groups)

BEHAVIORAL OBJECTIVE: The students will research the decision-making process of management and will prepare a list of questions directed to a manager. They will then describe in writing the decision-making process and solve case problems pertaining to decision-making in business.

PROJECT: A brief explanation of the functions of management is — to control, to direct, to carry on a business. In order for those in management to carry out business responsibilities, they must make decisions.

Each group is to take one of the 5 managerial areas listed:

1. A department store manager
2. A merchandising manager
3. A sales manager
4. A department store display manager
5. The proprietor of a medium-sized business

Each group, with the assistance of the teacher, will set up an interview with a manager in your category. During a short interview you will discuss the manager's basic responsibilities in relation to his decision-making.

The group will return to class and prepare a list of questions for your manager. The chairman of the group will revisit the manager with the list of questions to be answered via the Tele-Lecture equipment.

PROCEDURE: Class representatives will contact the telephone company to arrange for Tele-Lecture equipment. (This equipment will permit the total class to listen and speak to the person they call without using separate telephones for each student.) Each group will set up a specific date and time they will talk by telephone to their manager. The

telephone conversations will be limited to 8 minutes, so all the managers can be contacted on the same day. A member of the group will place the call and be prepared to start the conversation with the list of questions they previously decided upon. Some basic questions might be:

1. How important is decision-making in your business?
2. Do you make all the decisions?
3. What help (people and/or statistics) do you need to make decisions?
4. How do you go about making decisions?
5. Can you give us some examples of day-to-day decisions that are made?

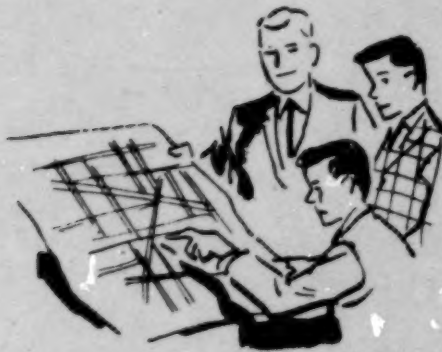
The class members should take notes and, if possible, the conversations should be tape-recorded. Members of the entire class should be urged to ask questions of the managers.

TIMING: One class period for introduction and original meeting of the groups. Limit the interview to 30 minutes. One class period to prepare a list of questions. One class period for Tele-Lecture. One class period for summary. One class period for evaluation.

EVALUATION: Each student will describe in writing: the importance of decision-making in business, who makes the decisions, the help given to decision-making by statistics and support personnel, and the process of making decisions.

All students will be given case problems involving managerial decisions. They will write out their decisions and give explanations as to why they made a particular decision.

WOULD YOU LOCATE HERE?



TECHNIQUE: Group project (Divide class into 4 groups.)

BEHAVIORAL OBJECTIVE: The students will develop a list of factors to be taken into consideration when deciding on store location. They will orally present their findings to the class with the use of visual aids which they have developed. They will then write a list of considerations in the 4 areas presented, within a time limit of 40 minutes.

PROJECT: A friend who knows that you are a Distributive Education student has asked you to investigate the possibility of opening a restaurant in X community (the teacher will specify a particular community.) The restaurant's location is very important to the success of the business. Your project is to develop a list of all the factors that should be known when selecting a location, so that a decision may be made.

PROCEDURE: There are four critical areas in site selection, which have unique characteristics. They are:

1. The community
2. Location within the community
3. The street on which to locate
4. The building

Each group will take one of the four areas as listed above. Each group should so organize itself so that members will have specific responsibilities for that topic.

The responsibility for each group is to develop a list of considerations that must be investigated so that a decision on a location might be made. A few examples of considerations are: population, income groups, buying habits, employment conditions, banking and credit facilities, insurance rates, parking facilities, local legislation, competition, rentals, etc.

In order to develop a list, the group members should feel free to conduct research in books, visit with real estate men, visit with the real estate division of a restaurant chain, etc. Approval from the teacher should be obtained before contact is made with outside groups or agencies.

Some liaison between the groups should be maintained. This can be accomplished by having the chairman of each group participate in a panel discussion at the beginning of each class period. At this time the progress of each group will be heard, and the future plans will be discussed. This panel discussion should last for only a few minutes.

The list of considerations and sources from which the members obtained information is to be turned in as a report.

Each group will orally present your findings to the class and answer questions. The presentation, aided by charts, graphs, or other forms of visual aids will take between 20 to 30 minutes, with additional time allotted to answer questions. All group members will be expected to take part in the presentation.

TIMING: Five class periods will be needed, exclusive of the presentation. Each group will be given one period to give its presentation.

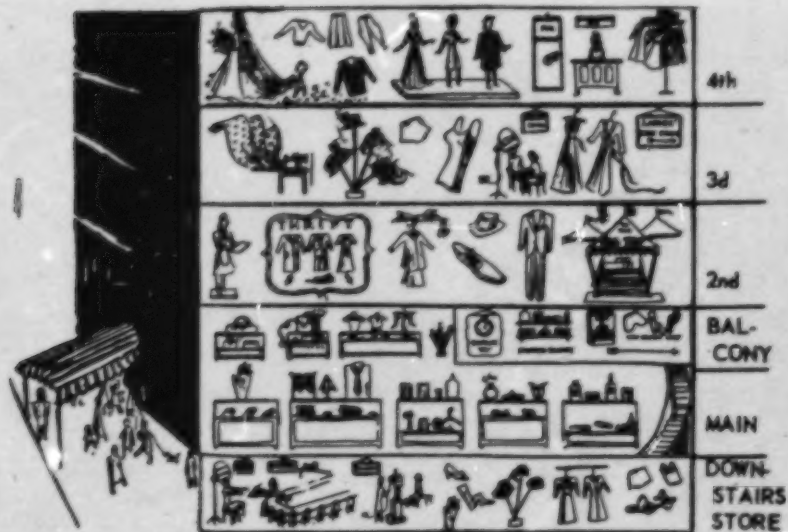
EVALUATION: The group will be evaluated on:

1. The completeness of the list of considerations (25 points)
2. The coverage and citation of various resources (25 points)
3. The form and neatness of the written report (25 points)
4. The oral presentation, including visual aids used (25 points)

After all the presentations, each student will list in writing, in 40 minutes, three considerations in each of the four areas presented -- that is, the basic factors to consider when selecting a city, a location within the city, the street, and the building.

NOTE TO TEACHER: To aid the students in completion of this project, it would be helpful to have copies of "U.S. Census of Business. Retail Trade" and "U.S. Census of Population," issued by the Government Printing Office.

INSIDE YOUR STORE



TECHNIQUE: Individual project

BEHAVIORAL OBJECTIVE: The student will prepare a list of considerations when planning the layout of a store. These factors will then be applied practically – the student will develop a store layout for a 2-floor department store.

PROJECT: You have had experiences with the significance and process of decision-making, the different kinds of management functions, and some of the considerations that must be taken into account when making a decision regarding store location. Now you will have an opportunity to participate in the management process by engineering the interior layout of a department store.

1. Prepare a rough layout of a 2-floor department store which will include the following:

- | | |
|----------------------------------|----------------------|
| Women's wear | Infants department |
| Men's wear | Coats and furs |
| Boys department (3-6X and 7-14) | Maternity department |
| Girls department (3-6X and 7-14) | Appliances |
| Furniture | Stationery |
| Snack bar | Lingerie |
| Housewares | Receiving area |
| Sporting goods | Reserve stockrooms |

Shoes

Offices

Cameras

Display working space

Fine jewelry

Women's accessories - stockings, handbags, belts, scarfs, costume jewelry

2. After the rough draft has been prepared, write a detailed report explaining why you put the various departments where you did. Bring the rough draft and the written report to the teacher for evaluation.

3. After discussion with the teacher, prepare the final store layout in detail, including any changes you wish to make at this time.

PROCEDURE: When preparing your final plans, make $\frac{1}{4}$ inch = 1 foot. Do not be too exacting when preparing your rough draft of the floor plan.

Refer to your text, notes, and other books for layout principles.

Some things to keep in mind while completing this project are: store show windows, entrances, equipment, elevators and escalators, system for handling cash and credit, width and convenience of aisles.

TIMING: Total time - 5 class periods

1 period for rough draft

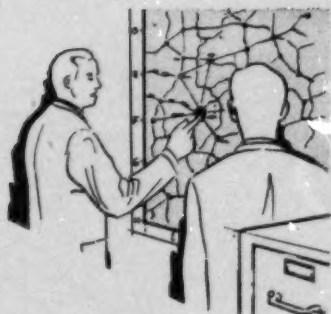
1 period for written report

1 period for evaluation and changes

2 periods for final layout

EVALUATION: The project will be rated on the individual's rationale for layout decisions as well as neatness and completeness of final plans.

IS THE MARKET THERE?



TECHNIQUE: Group project (3 or 4 students)

BEHAVIORAL OBJECTIVE: The students will develop a set of guidelines for the management considerations involved in adding new products to the existing product mix. In addition, the students will conduct surveys and prepare a portfolio for a promotional campaign for the new product. Their findings will be presented orally to the class.

PROJECT: The owner of the Stag Shop, a specialty store catering to young men's fashions, has been approached by a manufacturer to add his line of male cosmetics. Among the manufacturer's products is a special hair spray for men. The owner is reluctant to stock the male hair spray, but he remembers the fabulous success stories of Jade East and other male toiletries. Unfortunately, the Stag Shop did not accept Jade East, and the owner now realizes that he made a major merchandising error in not stocking the item. The male hair spray could be another Jade East — or it could be a "dud."

1. With your knowledge of the local consumer market, should the Stag Shop add the male hair spray? *Explain.*
2. Prepare a set of guidelines that you believe the owner of the Stag Shop should follow in adding new products to his merchandise offerings.
3. Assume that the Stag Shop adds the manufacturer's hair spray for men. Plan a promotional program for the product.

SUGGESTED PROCEDURE:

1. Conduct an informal survey of at least 25 young men who might shop at this store to determine the probable reaction the hair spray would receive from them. To obtain the information you desire, develop a questionnaire along the following lines:

- a. Do you use any kind of hair tonic or hair preparation?
- b. Do you use any kind of spray deodorant?
- c. If you were to buy some type of hair tonic or hair preparation, would you like the product packaged so that rubbing into the scalp could be eliminated?
- d. Would you buy hair tonic packaged in the manner that spray deodorant is packaged so that the tonic can be easily sprayed on the hair?

The above questions are only suggestions for the survey; each group will probably want to add to or delete some questions.

2. In preparing guidelines to follow in adding new products, consult a marketing textbook on the topic. You might desire to follow up your readings with an interview with a local retailer who is noted for being the first to offer new products to the community. Ask the retailer to explain the criteria he follows in adding new products to his merchandise offerings. Are the retailer's criteria consistent with criteria discussed in marketing textbooks?

3. In planning a promotional program for the new product, consider:

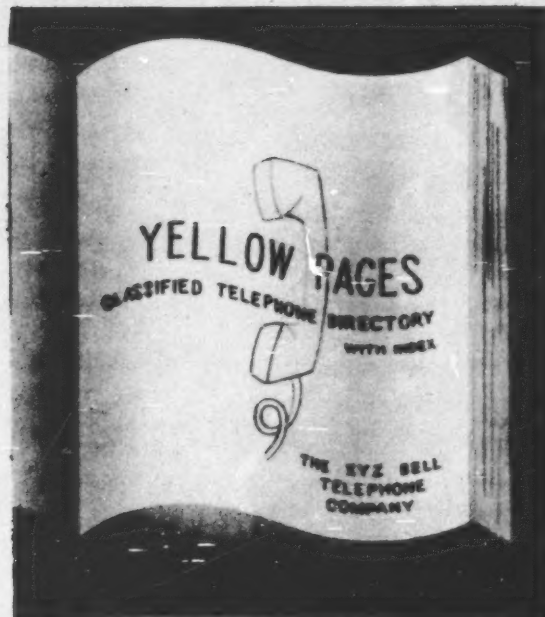
- a. To what segment of the local market should the campaign be directed?
- b. What advertising media will be most effective in reaching the desired market segment?
- c. What will be the benefits of this new product? Convenience of use? No more greasy hands? Gives the "dry look"?
- d. What major objections will advertisements for the new product have to overcome? Does the product have a feminine image? How will this image be overcome, if that image does exist?
- e. Would the Stag Shop find it advisable to have the local football team endorse the product?

TIMING: It should take no more than one hour for the introduction to the project and the written answer to question #1. The preparation of the questionnaire, questioning, and breakdown of replies should be completed within 2 hours. The planning of the promotional program and preparation of the portfolio should be limited to 3 hours.

EVALUATION: Each group will be graded on a 15-minute oral presentation. They will be evaluated on their market research, market segmentation, buying motives, patronage motives, advertising appeals, etc.

A sales-promotion folder will be prepared and evaluated by the Advisory Committee along with the teacher.

"LET YOUR FINGERS DO THE WALKING"



TECHNIQUE: Group project (3 students to a group)

BEHAVIORAL OBJECTIVE: The students will study all aspects of classified advertising through the use of the telephone directory. They will prepare a portfolio of their investigation, which will include: the results of a survey, the preparation of a report on the various types of listings, the preparation of a display advertisement. The students will take a written test to show their understanding of the classified section of the telephone directory.

PROJECT: Each group will hand in a portfolio which will include your findings on the following activities, plus any new findings you uncover as you study the Yellow Pages of the telephone directory.

1. Examine the classified section of the telephone directory used in your county. As you examine the directory, assume that you are seeking supply sources of the items and services listed on Form 1. Beside each item or service listed on Form 1, indicate two sources from which the item or service might be obtained in your community.

2. Determine specifically the kinds of buyers that are most likely to refer to classified-telephone-directory advertising in seeking merchandise and service sources. Prepare a report on your findings.

3. Each member of the group will interview five people about their use of the Yellow Pages. You will specifically ask these people what product or service they were seeking, determine the one they selected and why they selected that particular one. This information will be entered on Form 2.

4. Identify the types of listings available to businesses in the classified section of the telephone directory. Prepare a report in which you illustrate specimens of listings and advertisements, properly labeled, that are used in the classified telephone directory.

5. Each member of the group will design a double-half-column display-space advertisement for a business of interest to you. Include as much detail in the advertisement as you like.

SUGGESTED PROCEDURE:

1. Each group should have at least one copy of the local telephone directory to work with.

2. Your teacher will make arrangements for a representative of the telephone company who is engaged in selling classified-directory advertising to visit the class and give a 1-period presentation on the Yellow Pages. He will be instructed to lecture for half the period and answer your questions for half the period. Each group should be prepared with a series of questions you will need answers to, in order to complete this project. Some questions you will want answers to are:

- a. What are the proper terms for each type of listing and advertisement appearing in the directory?
- b. How is a business billed for having listings and advertisements in the directory?
- c. What is the telephone company's basis for charging the customer?
- d. Does the company charge for preparing copy for the advertisement?

3. When completing instruction #5 (preparation of an ad), follow these instructions:

- a. On a sheet of 8½ x 11 inch paper, rule the proper space to be consumed by the total advertisement.
- b. Examine the classified section of your directory. Note the type of information included in ads similar to that which you are to prepare.

- c. Determine the components of the ad you will design. Include the following parts.
 1. An attention-getting headline
 2. An illustration, trademark, or a slogan
 3. Copy
 4. A statement of the area the firm services
 5. The firm's address and telephone number

TIMING:

Completion of Form 1 - 30 minutes
Report on Kinds of Buyers - 1 hour
Completion of Form 2 - 1 hour
Types of listings and advertisements - 1 hour
Preparation of advertisement - drafted and revised - 2 hours
Speaker's presentation and questions - 45 minutes
Preparation of oral report - 45 minutes

EVALUATION:

The accuracy of the information on Form 1 will be checked by the teacher.

The student will, in a testing situation, identify correctly in writing, three kinds of buyers who are likely to use the Yellow Pages as sources of merchandise and service.

The student will be asked to identify:

- a. A regular listing
- b. A bold listing
- c. A double-half-column display space
- d. A brand name identification
- e. A display-space headline

A written test based on the speaker's presentation will be given.

The advertisement will be subjectively evaluated by your teacher. Neatness, conciseness, and ease of readability will be the subjective basis for evaluation.

FORM 1

Item or service required	Local sources from which item or service might be obtained
1. An electrical contractor is needed to install a new electrical display in the store	
2. There has been a death in the family of a good customer. The manager desires to send a floral arrangement.	
3. A customer has requested that you obtain a surf board for his son. You do not stock surf boards, but you elect to obtain one for the customer.	
4. You must arrange for an employee banquet.	
5. A customer desires to obtain picture-framing service for a painting.	
6. An accident has resulted in broken glass in one of the store's display windows. The glass must be replaced.	
7. An out-of-town customer has been injured in the store. A doctor is needed immediately.	
8. A dictating machine is needed by a store executive.	
9. A hospital bed is needed for use in a window display.	
10. Termites are swarming. A pest-control service is required.	

FORM 2

	Person Interviewed	Product or Service Sought	Source Selected	Why?
1				
2				
3				
4				
5				

ME – A SELF-ANALYSIS

Self-Development



Personality Traits



Tact and Courtesy



TECHNIQUE: Individual project

BEHAVIORAL OBJECTIVE: The student will determine his or her personal strengths and weaknesses by preparing a list of positive personality traits, preparing a report on his or her interests and abilities, and finally, writing an autobiography.

PROJECT: This project will be a study of YOU through self-analysis. Self-appraisal is not easy, for it requires you to be honest with yourself. When completing your work, try to be neither overconfident nor underconfident. Try to face reality.

1. Complete Form 1 – Definitions of positive personality traits.
2. Complete Form 2 – Analyzing your interests and abilities.
3. Autobiography – Write your autobiography on a separate sheet of paper, dividing it into 3 sections – the past, the present, and the future.

SUGGESTED PROCEDURE: Before starting work on this project, it is suggested that you read a book on personality development. Such books can be found in the school or local library. As a result of your readings, you will find formal definitions for the traits listed on Form 1.

When completing Form 2, Parts B and E, you should set up an appointment with your guidance counselor, indicating the reason for the meeting. If the test results are not available for you or other members of the class, perhaps your teacher can arrange to have the tests administered to the class.

Form 2, Part F, asks whether your interests and abilities *harmonize*. For example, – suppose you are keenly interested in aviation but your mathematical ability is below average. Under the circumstances you should not consider entering the engineering branches of aeronautics. However, there are several other jobs in the industry where your abilities could fit in and you would be able to perform satisfactorily.

Instruction 3 asks you to prepare an autobiography in three parts. When writing about the past, you might keep in mind *How did I get this way?* Then describe any experiences or influences that have affected or contributed to your personality, interests, or problems. Part 2 asks you to write about the present. In this section you could describe what your family is like, their ages, occupations, and interests. What is your relationship with the members of your family? What kind of person are you? How would you describe yourself to a stranger? Would your friends describe you in the same way? Are you the same person to — your parents — teachers — friends? Are you the same person at home — in class — on the job — in social activities?

The future — What do you hope to become? What are your educational, vocational, and personal plans for the immediate future and for life? If your plans aren't definite, what are the problems you are facing in making decisions? Include what you hope to achieve in life or what is important to you.

TIMING: Allow 5 class periods for the completion of this project. Some outside time for reading will be required. Allow 15 minutes for meeting with the counselor.

Completion of Form 1 — 1 period

Completion of Form 2 — 2 periods

Completion of Autobiography — 2 periods

EVALUATION:

1. Forms completed neatly and completely according to directions.
2. Autobiography prepared according to instructions, using correct grammar and composition and including types of information requested.
3. Teacher-student conference to determine what you have learned about yourself and what you plan to do to improve yourself.

FORM 1

POSITIVE PERSONALITY TRAITS

Listed below are 10 positive personality traits. In the column headed "Meaning to You," write a simple definition, using your own words. After you have written your definition, look up a formal definition from a book on personality or the dictionary.

PERSONALITY TRAIT	MEANING TO YOU	FORMAL DEFINITION
FORBEARANCE		
INTEGRITY		
USEFULNESS		
HELPFULNESS		
SELF-RESTRAINT		
CHEERFULNESS		
MODESTY		
CONFIDENCE		
GRATEFULNESS		
VIGOR		

After completing the definitions, circle the four traits that you think are most important for career development.

FORM 2

ANALYZING YOUR INTERESTS AND ABILITIES

A. ABILITIES AS REVEALED IN SCHOOL SUBJECTS

1. List 3 subjects in which you received your highest grades.

2. List 3 subjects in which you received your lowest grades.

B. ABILITIES AS REVEALED BY TESTS. (check with your guidance counselor to determine test results, i.e., Differential Aptitude Test, and analyze scores.)

1. Abilities indicated as above average.

2. Abilities indicated as below average.

3. Abilities indicated as average.

C. What special abilities do you think you have that have not been revealed by subject matter or testing?

- D. **INTERESTS.** — Complete the chart by indicating various activities under “THINGS I LIKE” and “THINGS I DISLIKE.”

AREA OF INTEREST	THINGS I LIKE	THINGS I DISLIKE
SCHOOL SUBJECTS		

CLUBS AND ORGANIZATIONS		

HOBBIES		

SOCIAL LIFE		

- E. **INTERESTS AS REVEALED BY TESTS.** (Check with your guidance counselor to determine test results, i.e., Kuder Preference Record, and analyze results.

1. Areas of greatest interest (List 3)

2. Areas of least interest (List 3)

F. Do your interests and abilities harmonize with your choice of occupation? (See Suggested Procedure).

G. PHYSICAL MAKEUP – Put a check mark () in the column which best describes you.

CHARACTERISTIC	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
GROOMING Hair, clothes, etc.			
STRENGTH			
STAMINA OR ENDURANCE			
ENERGY			
POSTURE			
VOICE Good English Speech loud and clear			

List any physical liabilities or handicaps. (Vision, hearing, weight problem, etc.)

PLANNING YOUR CAREER



TECHNIQUE: Individual project

BEHAVIORAL OBJECTIVE: The student will prepare a portfolio on a career in the field of marketing. This will give the student some direction in career planning.

PROJECT: This will be a study of various types of occupations in marketing and the selection and in-depth study of one particular occupation that interests you the most.

1. Select three occupations you think you would like to work in and give a brief description of each job. (Form 1)
2. Select one of the three occupations you described in instruction 1 and do a detailed study of that area, using the outline in Form 2.
3. Interview and observations. — You are to observe people performing the job you are studying and conduct an interview with someone in this field, listing the results of the interview on Form 3.
4. Answer the questions on Form 4 when you have completed all other work.

SUGGESTED PROCEDURE: To complete question #1 of the project, you can refer to the "Dictionary of Occupational Titles," which is published by the U.S. Department of Labor.

Additional outside reading will be required to complete question #2. You will be required to check out materials pertaining to your career objective from the school or local library. The teacher can record these sources on the Student Training Record. Other sources for information on a career might be: "Occupational Outlook Handbook," "Job Guide for Young Workers," "Career Index," and "Occupational Index."

While working on this project you are to make observations of people actually doing the job. You should set up a definite time for an interview with someone in the field and ask the questions listed on Form 3.

On the last day of the project you will complete the questions on Form 4.

TIMING: $\frac{1}{2}$ period - spent in the Guidance Department to become familiar with materials on occupations.

$\frac{1}{2}$ period - spent in the Library to learn to locate materials on occupations.

NOTE: After the library and guidance visits, Question #1 can be completed. However, the students may want to write for additional information. Allow 1 period for completion of Question #1 and the composing of letters. Stop work on the project for 2 weeks and have the students continue research outside of class. After this period of time, the students should have the interview complete and all research and reading completed. Allow 2 periods for the completion of Forms 2 and 3 and 1 period for Form 4 and evaluation.

EVALUATION:

1. Completeness of all forms.
2. Evidence of use of appropriate sources of information.
3. Logical reasoning in the completion of Form 4.
4. Overall neatness of all work turned in by the student.

FORM 1

JOB DESCRIPTIONS. — One source for completing this form might be the Dictionary of Occupational Titles. This book gives job descriptions, including what the job is, how it gets done, and the purpose of it in relation to the overall business in which it is performed. Each job is also coded to show what its functions are in relation to data, to people, and to things, and what degrees of ability are required. Information is included also on the temperament and interests that best equip a person for the particular job being considered.

	OCCUPATION (Job and Title)	JOB DESCRIPTION

FORM 2

JOB TITLE:

NATURE OF WORK:

PLACES OF EMPLOYMENT:

TRAINING OR OTHER QUALIFICATIONS NEEDED:

EMPLOYMENT OUTLOOK:

EARNINGS AND WORKING CONDITIONS:

FORM 2 (Continued)

SOURCES OF ADDITIONAL INFORMATION:

LEGAL REQUIREMENTS: (if any)

UNIONS:

ADVANCEMENT:

ADVANTAGES:

DISADVANTAGES:

BIBLIOGRAPHY:

FORM 3 - INTERVIEW

Person interviewed _____

How long employed _____

Future prospects _____

Duties:

Promotional steps :

Related occupations to which this may lead?

What do you like best about your job?

What do you dislike most about your job?

Other comments pertaining to this interview.

FORM 4

1. List all the things you will have to do on the job that you think you can do well and will enjoy doing.

2. List all the things you will have to do on the job that you think you could not do well and will dislike doing.

3. List here how much money you think you could earn:

First year \$_____ per week

After 5 years \$_____ per week

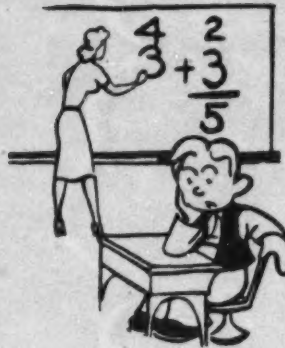
After 10 years \$_____ per week

Do you think this is a satisfactory salary? Why?

4. List some reasons why you think this would be a good occupation to enter.

5. If you had to decide today whether or not to enter this occupation, what would your decision be? Why?

TEACHER FOR A DAY



TECHNIQUE: Group project (Divide the class into 7 groups)

BEHAVIORAL OBJECTIVE: The students will demonstrate their learning of display principles by presenting a lesson to the class.

PROJECT: Each group will be assigned one of the following areas of display

1. Window displays
2. Interior displays
3. Components of design
4. Putting design into practice
5. Display arrangements
6. Materials used in displays
7. Components of window display

1. Each group will do an in-depth study of your particular area. As a result of your study, each group will present a 20-minute lesson to the class, using visual aids. One of the visual aids will be a 12-slide presentation, coordinated with script.

2. Each group will prepare 20 objective-type questions to be used for testing purposes.

SUGGESTED PROCEDURES: As a guide for study and preparation of the lesson, the group will cover at least the following materials:

Group #1 – Window displays

A. Promotional window displays

- | | |
|-------------------------|------------------------|
| 1. Seasonal | 5. Related merchandise |
| 2. One-item | 6. Closed background |
| 3. Line-of-goods | 7. Open background |
| 4. Special construction | |

B. Institutional displays

Group #2 – Interior displays

- | | |
|-------------------|-------------------------|
| 1. Open | 4. Special construction |
| 2. Closed | 5. Wall shelf |
| 3. Top-of-counter | 6. Hanging |

Group #3 – Components of design

- | | |
|--------------|------------|
| 1. Line | 5. Texture |
| 2. Direction | 6. Weight |
| 3. Shape | 7. Value |
| 4. Size | 8. Color |

Group #4 – Putting design into practice

- | | |
|---------------|-------------|
| 1. Dominance | 4. Rhythm |
| 2. Balance | 5. Contrast |
| a) Formal | 6. Harmony |
| b) Informal | 7. Unity |
| 3. Proportion | |

Group #5 – Display arrangements

- | | |
|--------------|-----------------|
| 1. Radiation | 4. Zigzag |
| 2. Stairstep | 5. Interference |
| 3. Pyramid | 6. Repetition |

Group #6 – Materials used in display

- | | |
|-------------------------|---------------------------------|
| 1. Functional props | 5. Papers, fabrics, ribbons |
| 2. Structural props | 6. Artificial flowers and trees |
| 3. Stands and easels | 7. Paints |
| 4. Mannequins and forms | 8. Sign supplies |

Group #7 – Components of window display

- | | |
|-------------------------|---------------------------------|
| 1. Background materials | 4. Merchandise accessories |
| 2. Props | 5. Floor covering |
| 3. Merchandise units | 6. Show cards and price tickets |

When preparing the 12-slide presentation, you may set up situations in the D.E. laboratory, or you may want to take pictures showing examples in the business community. Before you take any pictures in stores, make sure you get permission from the store management. Each group will write a script to go along with the slides, limiting the script to 30 seconds for each slide. This script will be put on a tape or, if available, you will use the 3-M Sound-Slide equipment.

The 20 objective questions the group will prepare will include 5 each of:

True or False

Multiple choice

Completion

Matching

TIMING: 2 periods for research of the topic

1 period writing script for slides

1 period taking pictures

1 period preparing lesson

1 period preparing questions

4 periods for group presentations

1 period testing

EVALUATION: Each group will be evaluated and graded on the completeness of its presentation to the class.

The teacher will have 140 questions. From this he will prepare a 100-question test to be given to the class.

EXTRA!! – READ ALL ABOUT IT!



TECHNIQUE: Individual project

BEHAVIORAL OBJECTIVE: The student will identify strengths and weaknesses of the newspaper as an advertising medium and define terms related to newspaper advertising.

PROJECT: As the advertising manager of a large department store, you would like to conduct an in-depth investigation of the newspaper advertising available to your store. You would also like to make a study and see what your competition is doing. To complete this project there are three things you would like to accomplish:

1. Fill in Form 1 – Advertising Terminology
2. Fill in Form 2, indicating the advantages and disadvantages of newspaper advertising, as well as answering other questions you must know.
3. Study your competition's newspaper advertising for a period of 1 week.

PROCEDURE: Begin this project in your school library. Consult at least two books on advertising. Read chapters devoted to the newspaper. Learn as much about the newspaper as an advertising medium as you can. As you read, take notes. Look especially for terminology associated with newspaper advertising. Prepare definitions for the terms listed on Form 1. You will note that space is available for you to list and define other terms as you encounter them.

Through your reading you will have some answers for the questions on Form 2. However, your teacher will arrange to have a person employed in the advertising department of the local newspaper visit the class for one period. He will be instructed to give a formal presentation for half the period and answer any student questions in the remaining time. Each student must be prepared with at least 2 questions, which will be placed on an index card and handed to the teacher the day before the speaker will visit the classroom.

To complete Form 3 the teacher will inform you to save the newspapers you get at home for the week before this project is to begin. The teacher may contact the local newspaper and obtain additional newspapers from the previous week.

TIMING: 2 periods should be devoted to reading reference materials from library.
1 period to complete Form 1 and prepare questions for the speaker.
1 period for the presentation by the newspaper representative.
1 period to complete Form 2
2 periods to research and complete work on Form 3.
1 period for evaluation

EVALUATION: The teacher will compose a test which will cover the advantages and disadvantages of newspaper advertising, advertising terminology, and questions based on the presentation of the advertising representative. Students' forms will also be evaluated according to completeness and neatness.

FORM 1
ADVERTISING TERMINOLOGY

Define the terms below. List and define additional terms as you encounter them in conducting the project investigation. (You must use spaces 18, 19, and 20 for the other terms, and you may add more numbers if you need them.)

1. Shoppers --
2. Classified advertisements --
3. Display advertisements --
4. Fact sheet --
5. Selling points --
6. Layout --
7. Logotype --
8. Thumbnail sketch --
9. Mats --
10. Cropping --
11. Audit Bureau of Circulations --
12. Halftone --

13. Line drawings —

14. Circulation —

15. Agate line —

16. Milline rate —

17. Column-inch rate —

18.

19.

20.

FORM 2

1. What are the strengths of the newspaper as an advertising medium?
2. What are the weaknesses of the newspaper as an advertising medium?
3. What services does the advertising department of a newspaper provide for advertisers?
4. How can one determine whether or not the advertising message placed in a newspaper reaches the intended audience?
5. How does the newspaper determine advertising rates?
6. What are the major differences between regular newspapers and shoppers?
7. How does display classified advertising differ from display advertising?

FORM 3

Select two different department stores in your area. Cut out the advertisements for these stores and complete the charts below, showing the type of merchandise advertised and the space used; e.g., 1/8 page, 1/4 page, or full page. After the charts are completed, answer the questions on the next page.

Store A: _____ Newspaper _____
(Name)

Day	Merchandise Advertised	Space Used
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Store B: _____ Newspaper _____
(Name)

Day	Merchandise Advertised	Space Used
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

FORM 3 (Continued)

1. What percent of the space used by Store A was in the Monday edition?
2. What percent of the space used by Store B was in the Monday edition?
3. On which day did Store A use the greatest amount of space?
4. On which day did Store B use the greatest amount of space?
5. On which merchandise items did each store use the most space?
Store A _____ Store B _____
6. If newspaper advertising cost \$600 per full page, how much did each store spend for the week's advertising?
Store A _____ Store B _____
7. Do you think the store which did more advertising spent too much on advertising? Why?
8. Do you think the store which spent less should do more advertising? Why?
9. Do you think this project is a good measure of what your competition is doing in the way of advertising? Explain.

YES, BUT..



TECHNIQUE: Individual project

BEHAVIORAL OBJECTIVE: The student will investigate to determine the common objections to his product. He will then develop a list of appropriate selling statements designed to deal with such objections. Finally he will demonstrate to the class, in a timed presentation, how to overcome specific customer objections to his product.

PROJECT: Every individual engaged in selling products quickly learns the value of recognizing the strong and weak points of his product. The individual quickly learns that the more he knows about his merchandise, the more efficiently he is able to sell.

As you already know from your general study of selling and the sales process, customers will often raise objections before making the buying decision. You also know that the customer who is eager to get his money's worth *should* raise objections.

1. Select one product or product-line related to your occupational objective.
2. Complete Form 1 – Major Objections to my Product.
3. Complete Form 2 – Overcoming Sales Resistance.

SUGGESTED PROCEDURE: Before a salesperson can effectively overcome the customer's objections, he must learn as much as possible about what objections the customer is likely to raise.

When completing Form 1 you want to determine the *five major* objections to your product. To determine this it is suggested that you use the following methods:

1. Observation in one or more businesses representative of your career interest.
2. Interviews with employees who sell the product.
3. Reading trade or consumer publications pertaining to your product.

Form 2 asks you to list as many objections as you can think of. You are to put these objections into customers' words and to list the reply you would give to each. You are then asked to give the name of the technique you used for handling this objection. This information can be found in your textbook.

TIMING: This project should be completed in 3 class periods. Allow outside time for observations and interviews.

EVALUATION:

1. Forms 1 and 2 will be evaluated on neatness and completeness.
2. In a role-playing situation, the student will be subjectively evaluated on his ability to overcome a customer's objection.

FORM 1

MAJOR OBJECTIONS TO MY PRODUCT

PRODUCT _____

I have discovered through observations, interviews, and reading that the five major objections customers may have to my product are:

1.

2.

3.

4.

5.

The sources for the above objections are as follows:

OBSERVATIONS -

INTERVIEWS -

PUBLICATIONS -

FORM 2

OVERCOMING SALES RESISTANCE

PRODUCT _____

List ALL possible objections you might encounter while selling your product.

	OBJECTION (In customer's words)	ANSWER TO OBJECTION (Salesperson's words)	Name of Technique for Handling Objection
1			
2			
3			
4			
5			
6			
7			

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